

***CENTRE FOR TEACHING AND
LEARNING SERVICES***

ANNUAL REPORT

1996 - 97

THE CENTRE FOR TEACHING AND LEARNING SERVICES

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CENTRE FOR TEACHING AND LEARNING SERVICES

Annual Report 1996-97

In 1996 the Learning Development Office (LDO) and the Lacolle Centre for Educational Innovation merged to form the Centre for Teaching and Learning Services (CTLTS). The fundamental mandate of the new Centre is to encourage and support the evaluation and improvement of teaching and learning at Concordia. This is accomplished primarily through the provision of activities and services designed to enhance the knowledge and skills of the faculty. The focus is on increasing the effectiveness of our current teaching practices and on developing new and innovative teaching methods.

The regular services provided by LDO (course evaluation, consultations, workshops and seminars, newsletters, National Faculty Exchange, and Teaching Development Grants) have been continued by CTLTS. LDO's work had recently been expanded to include responsibility for the New Faculty Orientation program, the Teaching Assistant Training program and a new New Faculty Teaching Development program.

Building on the Lacolle Centre's experience and connections with the community, CTLTS offered a new Service Learning program this year. The program is designed to develop and strengthen our relationships with the community by assisting faculty members to build into their courses significant opportunities for their students to be involved in projects which provide service to the community.

Teaching Development Service

This year the Centre has provided many sessions for faculty and teaching assistants. The Teaching Development Service is a confidential, voluntary service for faculty who wish to analyze and improve their teaching skills. Consultations totalled 50 (Arts and Science: 30, Commerce: 8, Engineering: 3, and Fine Arts: 9). Six hundred and twenty-one students were assessed as part of these consultations (see Appendix A).

Orientation Programs

The Centre organized orientations for new faculty, teaching assistants and Limited Term Appointments. We participated in TA Orientation for Engineering and Computer Science and the Chemistry and Biochemistry Department. In collaboration with Training and Development, we also researched and developed a two-day orientation and information program for Concordia leaders.

Workshops and Seminars

Forty-five faculty development workshops, seminars and mini courses were organized. This translates into 205 workshop hours with 536 people attending (Arts and Science: 235, Commerce: 52, Engineering and Computer Science: 45, Fine Arts: 64, and Continuing Education: 4). Each workshop was evaluated on a scale of 1 to 5 (where 1 = excellent), with an overall average rating of 4.50. (For a complete listing of workshops and flyers see Appendix B.)

Newsletters

The Centre distributed six editions of *Teaching Excellence* and produced two *Teaching and Learning* newsletters which were distributed to all full and part-time faculty (see Appendix C).

Course Evaluation

Course Evaluation has been undergoing a Continuous Quality Improvement (CQI) process in order to make the operation more efficient and cost effective. A total of 136,782 course evaluations were processed in 1995-96 (see Appendix D.)

Special Initiatives

Special initiatives this year included:

1. A ***Teaching Fair***, sponsored in conjunction with the Audio Visual Department. This year \$75,000 in Teaching Development grants were awarded (see Appendix E). The Teaching Fair enabled some of the recipients of Teaching Development grants to showcase their work. Approximately 200 people attended (see Appendix F).

A follow-up to this event was a show-and-tell session entitled "***Using the Web in Teaching***" which provided demonstrations by three Concordia faculty members on how they have used the World Wide Web to enhance teaching and learning both in and out of the classroom.
2. A University wide panel on ***Ethics in Teaching***, intended to introduce the university community to the document "Ethical Principles in University Teaching" developed by the STHLE. A panel representing various constituencies in the university provided different perspectives on the place of ethics in university teaching. This session was attended by 65 people (see Appendix G).
3. A ***Mentorship Program*** piloted this year to support new faculty in their first few years in the University. We hope to expand this program and offer it to all new hires in the coming years.
4. A ***Community-Based Learning*** or ***Service Learning*** program intended to support faculty in developing community-based learning. The Centre held a workshop to bring together faculty who already provide learning experiences in the community and those who were interested in the subject (see Appendix H). The Centre has purchased materials on this subject and is available to consult with faculty members interested in integrating aspects of service learning in their teaching.
5. ***Orientation and Information Sessions for Leaders at Concordia*** (including new chairs, new deans), a collaborative project of the Centre for Teaching and Learning Services and Training and Development supported by the Rector's Cabinet. This session will be held in June 1997.
6. ***Summer Institute*** - Teaching on the Web - five sessions that introduce faculty to the fundamentals of designing a web site that answers their teaching needs.
7. ***Critical Thinking Instructional Skills Mini Course***, an 18-hour intensive course that allows faculty to learn the skills of critical thinking, prepare lesson plans and conduct instructional sessions that incorporate critical thinking.
8. This year we were invited to join the Engineering and Computer Science Teaching Team.

CONFERENCE PRESENTATIONS

Ron Smith, Director

- June 1997 "Making University Teaching Count" (with P. Rogers). Society for Teaching and Learning in Higher Education Annual Conference, Regina, SA.
- June 1997 "Strengthening Learning Through Support: Harnessing the Power of Students." Eighth Annual summer Institute sponsored by the Collaboration for the Advancement of College Teaching and Learning. Five day residential program at St. Olaf College, Northfield, MN.
- May 1997 "Making University Teaching Counted." Invited keynote address. Ryerson University, Toronto, ON
- October 1996 "Faculty Developer's Reflective Practicum," (with J. Mintz, L. Warren, D. Way). Annual Conference of the Professional and Organizational Development Network in Higher Education, Salt Lake City, Utah.
- October 1996 "Critically Reflecting on our Problem-Setting and Problem-Solving Strategies," (with L. Cafarelli, D. Rice). Annual Conference of the Professional and Organizational Development Network in Higher Education, Salt Lake City, Utah.
- June 1996 "Becoming More Professional About Teaching in an Age of Accountability." Society for Teaching and Learning in Higher Education Annual Conference, Ottawa, ON.
- June 1996 "The Large Class: Issues, Concerns & Teaching Techniques," (with Arshad Ahmad). Society for Teaching and Learning in Higher Education Annual Conference, Ottawa, ON.

Olivia Rovinescu, Associate Director, Educational Programming.

- October 1996 "Using an Autobiographical Lens to Reflect on our Practice: Implications for Inclusive Teaching" (with Heather MacKenzie). Annual Conference of the Professional and Organizational Development Network in Higher Education, Salt Lake City, Utah.
- June 1996 "Thinking Critically about Racism: A Case Study." Society for Teaching and Learning in Higher Education Annual Conference, Ottawa, ON.

Heather MacKenzie, Associate Director, Teaching Consulting

- October 1996. "Using an Autobiographical Lens to Reflect on our Practice: Implications for Inclusive Teaching" (with Olivia Rovinescu). Annual Conference of the Professional and Organizational Development Network in Higher Education, Salt Lake City, Utah.
- June 1996 "Dealing with Difference in the Classroom: A Workshop to Mutually Explore Teaching Practices that are Inclusive" (with B. Gilsdorf and B. Litner. Society for Teaching and Learning in Higher Education Annual Conference, Ottawa, ON.

WORKSHOPS AND SEMINAR PRESENTATIONS

Ron Smith, Director

- June 1997 "Strengthening Learning Through Support: Harnessing the Power of Students." Eighth Annual Summer Institute sponsored by the Collaboration for the Advancement of College Teaching and Learning. Five-day residential program at St. Olaf College, Northfield, MN.
- July 1996 "Revising Pivotal Courses Through Reflective Practice." Seventh Annual Summer Institute sponsored by the Collaboration for the Advancement of College Teaching and Learning. Five-day residential program at St. Olaf, Northfield, MN.
- June 1996 "Appalachian State University - Building a Learning Community." Facilitator: three-day residential retreat. Wildacres Retreat, Little Switzerland, NC.

PUBLICATIONS

Ron Smith, Director

- Smith, R.A. and Geis, G.L. (1996). "Professors as Clients of Instructional Development." In L. Richlin (Ed.) To Improve the Academy Vol. 15 (pp 129-153). Stillwater OK: New Forums Press and Professional and Organizational Development Network in Higher Education.
- Smith, R.A. (1996). "Instructional Consultants as Reflective Practitioners." In Brinko, K.T., & Menges, R.T. Practically speaking: A sourcebook for instructional consultants in higher education. Stillwater, OK: New Forums Press.

Tiberius, R.A., Tipping, J. & Smith, R.A. (1996). "Developmental Stages of an Instructional Consultant: Theoretical Perspective." In Brinko, K.T., & Menges, R.T. Practically speaking: A sourcebook for instructional consultants in higher education. Stillwater, OK: New Forums Press.

Smith, R.A. (1996). "Reflecting on the Ethics and Values of Our Practice." In L. Fisch (Ed.) Ethical Dimensions of College and University Teaching: Understanding and Honoring the Special Relationship Between Teachers and Students. New Directions in Teaching and Learning, No. 66. San Francisco: Jossey Bass, pp. 79-88.

Olivia Rovinescu, Associate Director, Educational Programming

Ruggles, C. and Rovinescu, O. Outsider Blues: A Voice from the Shadows. Halifax: Ferwood Press, 1996.

Appendix A

TEACHING CONSULTATIONS
August 1996 to March 1997
Heather MacKenzie

I.D No.	FT/PT	Fac.	Dept.	Type	Activities	ISW	No. of students assessed
1	FT	FA		student complaint	advice, followup		
2	PT	A&S		teaching improvement	teaching improvement, resources		
3	FT/TT	FA		intervention	meetings, class visit, consult with Chair, assessment by students, report, followup, telephone, e-mail	yes	24
4	FT	FA		teaching improvement	meeting, class visit, data collection, consultation with students, resources, followup		22
5	FT	FA		student complaint	intervention with fac member and Chair		
6	PT	FA		intervention	meetings, consult with Chair, class visit, student assessments, report, resources, followup		14
7	PT	FA		intervention, teaching improvement	meeting, class visit, assessment by students, resources, followup		18
8	PT	Comm Admin		research, teaching improvement	meeting, questionnaire development, assessment by students, analysis of data, teaching improvement		79
9	FT/TT	FA		teaching assessment	meeting, resources, analysis of student ratings		
10	FT/TT	Eng Comp Sci		mentorship	meeting with mentor, followup	yes	
11	FT/TT	Eng Comp Sci		teaching improvement mentorship	mid course evaluation, meeting with mentor, development of questionnaire, followup		117
12	LTA	A&S		teaching improvement	meetings, class visit, assessment by students, report, followup	yes	58

August 1996 to March 1997
Heather MacKenzie
TEACHING CONSULTATIONS (cont'd)

I.D. No	FT/PT	Faculty	Dept.	Type	Activities	ISW	No. of students assessed
13	FT/TT	A&S		data for appeal	meeting, assessment by students		87
14	PT	A&S		teaching improvement	meeting, class visit, student assessment, resources, report, followup	yes	19
15	FT/TT	Comm & Ad		teaching improvement	telephone consultation, recommendations		
16	FT/TT	Comm & Ad		teaching improvement	meeting, class visit, resources,		
17	ETA	Comm & Ad		assessment of teaching	meeting, class visit, assessment by students, resources, report, followup		58
18	PT	A&S		intervention	threatening behavior, telephone consultations, resources, recommendations, followup		
19	PT	A&S		teaching improvement, research	meeting, class observation, assessment by students, research, followup		60
20	FT/TT	Comm & Ad		appeals report	meeting, report		
21	FT/TT	A&S		tenure doc	report		
22	PT	A&S		teaching improvement	meeting, resources, recommendations		
23	PT	A&S		Teaching improvement	meeting, resources, recommendations		
24	PT	A&S		teaching improvement	telephone consult, resources,		
25	PT	A&S		disruptive student	telephone consult, referred to S. Spilhaus		

August 1996 to March 1997
Heather MacKenzie
TEACHING CONSULTATIONS (cont'd)

I.D. No.	FT/PT	Faculty	Dept.	Type	Activities	ISW	No. of students assessed
26	PT	A&S		C.E interpretation	telephone		
27	PT	A&S		C.E. interpretation	telephone		
28	PT	A&S		student complaint	telephone, rec. consult with Ombuds		
29	PT	A&S		course development	telephone, rec, resources		
30	PT	A&S		CE interpretation	telephone,		
31	FT	A&S		consult w class	collaborate w OR to develop special workshop on active learning and facilitating discussions		
32	PT	A&S		re: cheating	rec., Code of Rights and Responsibilities		
33	PT	A&S		student assessment by students	conducted mid-course feedback		22
34	PT	A&S		teaching consultation	re: creating syllabus, rec., resources		
35	PT	A&S		teaching consultation	syllabus construction, grading, large classes		
36	PT	A&S		consultation	re: teaching portfolio		
37	FT/TT	Comm & Ad		mentorship	meeting with mentor, followup		
38.	FT/TT	A&S		teaching assessment by students	mid-course feedback		63
39.	FT/TT	Eng		tenure report	prepared report		
40.	FT/TT	A&S		tenure report	prepared report		

Consultations by Faculty

Arts & Science	24	Comm & Ad	6
Fine Arts	7	Eng & Com	3

Consultations by Status

Part Time	21
Full Time	19

Student assessments

of teaching
621

TEACHING CONSULTING

June 1996 - May 1997

Olivia Rovinescu

NO.	FT/PT	FAC.	TYPE	ACTIVITIES
1.	FT	FA	Curriculum consultation, course design	Telephone consultation, class visit, report, follow-up
2.	FT	A/S	Teaching improvement	Telephone consultation, conducted workshop for faculty and TA's.
3.	FT	A/S	Teaching improvement	Class visits, consultation by demonstration, critical thinking
4.	PT	A/S	Teaching improvement	Class visits, consultation by demonstration, critical thinking
5.	P/T	A/S	Teaching improvement	Class visits, consultation by demonstration, critical thinking
6.	PT	A/S	Teaching improvement	Class visits, consultation by demonstration, critical thinking
7.	FT & PT	COMM	Course design	Presentation to a teaching team on critical thinking
8.	PT	COMM	Course design	Follow-up to above on an individual basis
9.	FT	FA	Planning, course design	Meeting, advise, plan, large class focus
10.	PT	A/S	Teaching improvement	Telephone consultation, advise teaching, critical thinking

FA = Faculty of Fine Arts

A/S = Faculty of Arts and Science

COMM = Faculty of Commerce and Administration

Appendix B

Centre for Teaching and Learning Services

Workshop Series 1996-97

DATE	TITLE OF WORKSHOP	# HOURS	# PEOPLE	# F/A	# COM	# A/S	# ENGR	# C/E
1996								
Aug. 22-23, 26-27	Instructional Skills Workshop	24	6	2	1	2	1	
Aug. 26	Using Internet for Teach/Learn: An Intro.	2.5	13		3	9		1
Aug. 28	The First Day of Class	3	13	1		10	1	1
Aug. 29	Preparing Course Syllabi for Improved Comm.	3	11	4	1	4	2	
Aug. 30	Active Learning Methods for Large/Small Classes	3	20	5	3	10	2	
Sept. 9	Evaluating Written Work	2	19	2	3	10	4	
Sept. 10	Time Management *	2	20					
Sept. 11	Lecturing *	2	17					
Sept. 11,13	Teaching and Technology: Intro to Powerpoint	6	14	2	3	8	1	
Sept. 12	Leading Group Discussions *	2	17					
Sept. 13	Developing Instructional Skills *	2	17					
Sept. 18	Using & Eval. Search Engines: WWW	3	12	4	3	5		
Sept. 23	Media in the Classroom	2.5	5		1	4		
Sept. 24	Ways of Learning: Cross-Cultural Issues	2	10	1		8	1	
Sept. 27	Using Windows Help File System....	2	8		1	4	3	
Sept. 30	Teaching For Learning: Assessing How it's Going	2.5	12	2		9	1	
Oct. 2	Reducing Conflicts in Grading	3	7	2		3	2	
Oct. 4	Using & Eval. Search Engines: WWW	3	13	2	4	7		
Oct. 7	Writing Across the Curriculum	2	8	2	2	4		
Oct. 10	The Development of a Teaching Dossier	2.5	16	3	2	8	3	
Oct. 11	Managing Threatening Conduct in Classroom	1.5	7	1		5	1	
Oct. 24	The Large Class Issues	2.5	9			7	2	
Oct. 25	Experimenting with New Techniques in Teaching	1.5	11		4	5	2	
Oct. 29	Infusing Critical Thinking into Instruction	2.5	15	3	1	10	1	
Oct. 30	Screen Grabbing as an Alternative to Software	2	10			7	3	
Nov. 8	Using & Eval. Search Engines: WWW	3	9	1	3	5		
Nov. 12	Advancing Our Practice of Inclusive Teaching	2.5	8	1		6		1
Nov. 20	Developing Questioning Skills	2	15	2	4	8	1	
Dec. 12-13, 16-17	Instructional Skills Workshop	24	6			4	2	

F/A = Faculty of Fine Arts

COM = Faculty of Commerce

A/S = Faculty of Arts and Science

ENGR = Faculty of Engineering Computer Science

* UNABLE TO DETERMINE FACULTY

Centre for Teaching and Learning Services

Workshop Series 1996-97

DATE	TITLE OF WORKSHOP	# HOURS	# PEOPLE	# F/A	# COMM	# A/S	# ENGR	# C/E
1997								
Jan. 23	Teaching & Technology: Intro to Powerpoint	3	10			9	1	
Jan. 24	Finding & Eval. Search Engines: WWW	2.5	10	3	1	6		
Jan. 30	Handling Hordes: Teaching Large Classes	2.5	6	1	1	4		
Jan. 31	Women's Ways of Knowing	2.5	3	2		1		
Feb. 5	Group Projects and Class Presentations	2	5		1	2	1	
Feb. 7	Using the Web in Teaching	1.5	15	3	1	9	2	1
Feb. 18-20	Instructional Skills Workshop in Critical Thinking	18	5	1		3	1	
Mar. 3	Screen Grabbing as Alternative to Live Software	2	5	1		4		
Mar. 5	Managing Discussions	3	10	3	1	6		
Mar. 7	Ethics in Teaching *	2.5	65					
Mar. 10	Psychological Type & Teaching & Learning	3	4			4		
Mar. 20	Community-Based Learning: A Discussion	2	25	5	7	13		
Mar. 21	Finding & Eval. Search Engines: WWW	2.5	7	1		6		
Apr. 3.	The Development of Teaching Dossier	3	4	3			1	
May 6,13,15,20,22	Connecting Your Course to the Web	15	8			4	4	
May 8, 9, 12, 13	Instructional Skills Workshop	24	6	1	1	2	2	
TOTAL:	TOTAL:	204.5	536	64	52	235	45	4

F/A = Faculty of Fine Arts

COM = Faculty of Commerce

A/S = Faculty of Arts and Science

ENGR = Faculty of Engineering Computer Science

* UNABLE TO DETERMINE FACULTY

Instructional Skills Workshop for Faculty August 22, 23, 26, 27, 1996.

"...This is one of the most useful workshops I have ever attended. It was substantial, it provided the right balance between input from others, input from books, and individual participation and group observation and feedback."

"I have a framework now that pays more attention to student learning."

(Comments from last year's participants)

The purpose of the Instructional Skills Workshop (ISW) is to enable faculty to experiment and strengthen their instructional skills, and to develop a strong, supportive community in which Concordia faculty can talk with one another about their teaching. The ISW is a laboratory approach to the improvement of the teaching and learning process. Participants will review basic ideas about teaching, check current practices, and within the safe environment of the workshop, try new strategies and techniques.

Each instructor will prepare and conduct three, 10 minute "mini-lessons." The instructor will receive written, oral and video feedback from the other participants on the effectiveness of his/her lessons. Participants are encouraged to engage actively as learners while the other participants teach, and to give and receive helpful, non-judgemental feedback.

By the end of the workshop you will be able to:

- . use instructional objectives to inform learners about what they are expected to learn
- . write a useful, practical teaching plan
- . evaluate what has been learned in relation to your objectives
- . use simple techniques during your lessons to test teaching
- . conduct a highly participatory classroom session, and
- . give helpful feedback

Each ISW involves four **full** six-hour days. They are conducted by two facilitators and can accommodate up to 6 participants. ***To register please call 2495 before August 12th.***

DATES: Thursday, August 22; Friday, August 23 **TIME:** 9:00 a.m. to 4:00 p.m.
Monday, August 26; Tuesday, August 27

LEADERS: Ron Smith and Olivia Rovinescu **PLACE:** LB 553-2 SGW Campus
Learning Development Office

For Faculty with Teaching Assistants: Encourage your T.A.'s to attend T.A. Orientation on September 6 and T.A. workshops September 9 - 13.



Concordia
UNIVERSITY

Centre for Teaching and Learning Services*

Faculty Development Workshop Series

Fall 1996

Please register by calling 848-2495

Teaching and Technology: Introduction to Powerpoint

This 6 hour presentation on Powerpoint is divided into two sections: an introduction to the basics of Powerpoint followed, on another day, with "hands-on" practice in a computer lab. The basics include use of the "wizards", "templates", and "slide layout" helpers; working with various "views"; modifying slide colour and text features; adding clipart and pictures; and setting up transition and other special effects. In addition, the workshop will introduce certain features of particular use to faculty, such as importing material from word processor files and taking apart the clipart to produce new images.

Date: September 11 & 13, 1996

Time: 1:00 p.m. - 4:00 p.m. (Sept 11)

and 9:00 a.m.-12:00 p.m (Sept. 13)

Place: H-771 (Sept.11) and H-513 (Sept. 13)

Leader: Roger Kenner,

Audio Visual Department

Using and Evaluating Search Engines: The World Wide Web and Beyond

World Wide Web search engines, by attempting to help users find their way through the daunting maze of information available on the Internet, have become an essential tool of the electronic research environment. This hands-on workshop will guide faculty through some of the more popular WWW search engines and demonstrate how the strategies used to effectively employ and evaluate these search tools can be applied to the myriad of other systems currently accessible through the Web. (limited enrollment, choice of three dates)

Dates: September 18, October 4, November 8

Times: 9:30 a.m. - 12:30 p.m. on all dates

Place: H551-1 (Sept. 28); VL-122 (Oct. 4 and Nov. 8)

Leader: Melinda Reinhart, Library Services

Media in the Classroom: From why the tape won't play to how to find and project internet data

This workshop is directed at faculty who have used very little media in the classroom previously and are not comfortable with manipulating the hardware and finding the software. The topics covered will include: why is it so difficult to find media for class presentations and what are the available resources for locating media; what are current copyright implications of using media in the classroom; equipment troubleshooting and media presentation basics; media resources at Concordia and internet resources. (limited enrollment, registrants are asked to indicate the topics of courses in which they might consider using more media resources)

Date: September 23, 1996

Time: 12:30 p.m. - 2:00 p.m.

Place: H-341

Leader: Oxana Dykyj,

Audio Visual Department

**Created from the merger of Learning Development Office and Lacolle Centre for Educational Innovation*

Ways of Learning: Cross-Cultural Issues

Classroom practices, ways of learning and ways of writing all have strong culture-specific components. Students who come from educational systems in other cultures often need to make significant adjustments to our North American ways of teaching and learning. In this workshop, we will identify some of the culture-specific differences students from other cultures experience and discuss ways to deal with these issues when they affect student learning.

Date: Tuesday, September 24, 1996
Time: 10:00a.m. - 12:00 p.m.

Place: H-563
Leaders: Pat Hardt, International Students Office
Mary Mar, Learning and Study Skills Specialist

Top Ten Faculty Concerns about Students with Learning Disabilities

The focus of this workshop is to discuss the myths that faculty members often have about students with learning disabilities. Information on the nature of learning disabilities and their effects on students in university and how students with learning disabilities cope in the classroom will be made available to workshop participants.

Date: September 25, 1996
Time: 1:00 p.m. - 2:30 p.m.

Place: AD-308
Leader: Ann Kerby,
Advocacy and Support Services

Using the Windows Help File System to Create Computer-Based Tutorials

Any Windows user is no doubt familiar with the "Help" system provided with all Windows programs. It is actually a very powerful "hypertext" software program that allows one to create links between related topics, search for topics by keyword, and even include images and sounds. Using an inexpensive tool called HELLP, combined with Microsoft Word, it is very easy to create new tutorials as "Help" files. Existing course notes can quickly be turned into interactive, hypertext tutorials. Tutorials can be freely given away, as students already have the required software if they have Windows.

Date: September 27, 1996
Time: 10:00 a.m. - 12:00 p.m.

Place: AD-308
Leader: Roger Kenner, Audio Visual Department

Teaching for Learning: Assessing how well it's going

The only purpose of teaching is to promote student learning. In this session, you will be introduced to a number of easy-to-use methods for getting information about the impact your teaching is having on your student's learning.

Date: September 30, 1996
Time: 9:30 a.m.-12:00

Place: H-771
Leader: Ron Smith,
Centre for Teaching and Learning Services

Reducing Conflicts in Grading

This workshop will focus on strategies for preventing, and dealing with, student complaints over grades. A "Critical Incident" video will be used to highlight common conflicts and to generate discussion. Guidelines for flexible and fair grading will be distributed.

Date: October 2, 1996
Time: 9:30 a.m. - 12:00 p.m.

Place: H-771
Leader: Heather MacKenzie,
Centre for Teaching and Learning Services

Writing Across the Curriculum: Using Writing to Learn in the Classroom

Writing can be an effective means of learning in every course. Find out more about the benefits of Writing Across the Curriculum and learn practical ways to use short, ungraded writing activities that will help your students learn course content while improving their writing.

Date: October 7, 1996

Time: 1:30 p.m. - 3:30 p.m.

Place: H-760-1

Leaders: Mary Mar and Mary O'Malley
Learning and Study Skills Specialists

Group Projects and Class Presentations

Giving students group projects and requiring them to make class presentations are two ways of actively involving your students in your courses. In this seminar, we will explore the rationales behind these approaches. We will consider such issues as group size and group formation, how to handle group problems, the motivation and evaluation of group members, the evaluation of group projects, the frequency, length, and evaluation of class presentations.

Date: October 9, 1996

Time: 12:00 p.m. - 2:00 p.m.

Place: H-771

Leader: Michel Bergier, Marketing Department

The Development of the Teaching Dossier: Start Early

The teaching dossier is one means of recording your work as a teacher, your teaching accomplishments and your scholarship of teaching. It can be used for the purpose of professional improvement and it is required as part of any performance review. This workshop will provide examples of dossiers, examine some of the issues and concerns in preparing and reviewing dossiers, and provide some suggestions to help you develop your own teaching dossier.

Date: October 10, 1996

Time: 1:30 p.m. - 4:00 p.m.

Place: H-771

Leader: Ron Smith

Managing Threatening, Aggressive or Harassing Conduct in the Classroom

This information session will examine strategies for the prevention and effective management of disruptive behaviors. It will also provide information on useful university resources, procedures to follow when disciplinary action is required, and emergency measures. Participants are encouraged to come prepared to discuss their own classroom experiences.

Date: October 11, 1996

Time: 9:30 a.m. - 11:00 a.m.

Place: H-771

Leader: Sally Spilhaus, Advisor on Rights and Responsibilities

The Large Class: Issues, Concerns and Teaching Techniques

Large classes can be problematic for both students and teachers. The research suggests that smaller classes aren't necessarily better. What actually goes on in the classroom matters more than the size of the class. In this session we will examine the dimensions of effective teaching in large classes and suggest a variety of methods and techniques for promoting student learning.

Date: October 24, 1996

Time: 9:30 a.m. - 12:00 p.m.

Place: AD-131

Leader: Ron Smith

For further information and to register call 848-2495

Experimenting with New Technologies in Teaching

This workshop examines how one professor has used computers to enhance teaching and learning in graduate and undergraduate Finance courses. The software, "No Flies on Frank" is crafted in the spirit of multimedia or hypertext programmes, permitting users to explore topics nonlinearly and according to their fancy, and makes considerable use of computation screens, animated graphics and simulated examples drawn from embedded data bases. The workshop will include a presentation of some of Frank's features, a tutorial, and the actual creation of a simple hypertext programme which can be used in any discipline. No computer sophistication is necessary.

Date: October 25, 1996

Place: AD-308

Time: 1:00 p.m.-2:30 p.m.

Leader: Greg Lypny, Finance Department

Infusing Critical Thinking into Instruction

Research tells us that only those who "think through" the content of their subject matter truly learn it. Only when the content takes root in the thinking of students, does it transform the way they think. This "hands-on" workshop will provide strategies for infusing direct instruction on critical thinking into content areas.

Date: October 29, 1996

Place: H-771

Time: 9:30 a.m. - 12:00 p.m.

Leader: Olivia Rovinescu, Centre for Teaching and Learning

Screen Grabbing as an Alternative to Live Software Performance

Faculty members can be daunted by the technical problems in getting sophisticated software to operate live in front of the class. Often however, such a live performance is not necessary. The same, or even better effects can be obtained by using still images from the computer screen. This two-hour presentation introduces techniques for grabbing still images from Windows and Macintosh screens for incorporation into Powerpoint presentations, acetates, and notes.

Date: October 30, 1996

Place: H-771

Time: 1:00 p.m. - 3:00 p.m.

Leader: Roger Kenner

Advancing our Practice of Inclusive Teaching

Of all the methods available for changing how we teach, putting ourselves regularly in the role of learner has the greatest long-term effects (Brookfield, 1995). This workshop will focus on applying an autobiographical lens - of ourselves as learners - to reflect on our practice as inclusive teachers. From our reflections, we hope to generate a repertoire of questions, or types of questions, that we can use with our students who are the experts on their own learning. These questions will, hopefully, help to advance our practice of inclusive teaching.

Date: November 12, 1996

Place: AD131

Time: 9:30 a.m. - 12:00 p.m.

Leader: Heather MacKenzie

Developing Questioning Skills

Thinking is not driven by answers but by questions. Students need questions to turn on their intellectual engines. Penetrating questions stimulate student's thinking and help re-direct the thinking process. This workshop will examine the role of questioning in thinking, teaching and learning and provide participants with the opportunity to strengthen their own questioning strategies. More specifically it will examine how to ask questions that promote clarity, that seek relevance, that invite consideration of multiple points of view, that seek to distinguish relevant from irrelevant information.

Date: November 20, 1996

Place: AD 131

Time: 1:30 p.m. - 3:30 p.m.

Leader: Olivia Rovinescu

For further information and to register call 848-2495

Instructional Skills Workshop for Faculty December 12, 13, 16, 17, 1996.

"...This is one of the most useful workshops I have ever attended. It was substantial, it provided the right balance between input from others, input from books, and individual participation and group observation and feedback."

"I have a framework now that pays more attention to student learning."

(Comments from last year's participants)

The purpose of the Instructional Skills Workshop (ISW) is to enable faculty to experiment and strengthen their instructional skills, and to develop a strong, supportive community in which Concordia faculty can talk with one another about their teaching. The ISW is a laboratory approach to the improvement of the teaching and learning process. Participants will review basic ideas about teaching, check current practices, and within the safe environment of the workshop, try new strategies and techniques.

Each instructor will prepare and conduct three, 10 minute "mini-lessons." The instructor will receive written, oral and video feedback from the other participants on the effectiveness of his/her lessons. Participants are encouraged to engage actively as learners while the other participants teach, and to give and receive helpful, non-judgemental feedback.

By the end of the workshop you will be able to:

- . use instructional objectives to inform learners about what they are expected to learn
- . write a useful, practical teaching plan
- . evaluate what has been learned in relation to your objectives
- . use simple techniques during your lessons to test teaching
- . conduct a highly participatory classroom session, and
- . give helpful feedback

Each ISW involves four **full** six-hour days. They are conducted by two facilitators and can accommodate up to 6 participants. ***To register please call 2495 before November 18th.***

DATES: Thursday, Dec. 12th; Friday, Dec. 13th
Monday, Dec. 16th; Tuesday, Dec. 17th

TIME: 9:00 a.m. - 4:00 p.m.

PLACE: LB 553-2 SGW Campus

LEADERS: Ron Smith and Heather MacKenzie
Centre for Teaching and Learning Services



Concordia
UNIVERSITY

Centre for Teaching and Learning Services

Faculty Development Workshop Series Winter 1997

Please register by calling 848-2495

Improving Student Reading

Many students have difficulty in learning effectively from their assigned readings. In this workshop, we will discuss some of the reasons students have difficulty with academic reading as well as some strategies that classroom instructors could implement to help students read more effectively.

Date: Wednesday, January 22, 1997
Time: 1:30 p.m. - 3:30 p.m.

Place: H-771
Leaders: Mary Mar and Mary O'Malley, Learning Specialists

Teaching and Technology: Introduction to Powerpoint

This 3 hour presentation is an introduction to the basics of Powerpoint. The basics include use of the "wizards", "templates", and "slide layout" helpers; working with various "views"; modifying slide colour and text features; adding clipart and pictures; and setting up transition and other special effects.

Date: Thursday, January 23, 1997
Time: 1:00 p.m. - 4:00 p.m.

Place: H-521
Leader: Roger Kenner, Audio-Visual Department

Finding and Evaluating Information on the Internet: The Web and Beyond

World Wide Web search engines, by attempting to help users find their way through the daunting maze of information available on the Internet, have become an essential tool in the electronic research environment. This hands-on workshop will guide faculty through some of the more popular WWW search engines and will demonstrate how the strategies are used to effectively employ and evaluate these search engines.

Dates: Fri, January 24 or Fri, March 21, 1997
Times: 9:30 a.m. - 12:00 p.m.

Place: VL-122
Leader: Melinda Reinhart, Library Services

Problem Based Learning

This session will outline the key components of the Problem Based Learning (PBL) approach to teaching. In PBL the learner is presented with a problem/situation as a starting point for the identification of learning needs and objectives. Developing self-directed learning skills and the ability to think critically are integral parts of Problem-Based Learning.

Date: Tuesday, January 28, 1997
Time: 1:30 - 3:30

Place: H-762
Leader: Olivia Rovinescu, CTLS

Handling Hordes: Teaching Large Classes

The increase in class sizes is a reality here at Concordia. Understandably, they present different challenges to both teachers and students. Pedagogical approaches that work for smaller groups can be entirely inappropriate for what is more akin to an audience! This session will address the pedagogy of handling hordes. Various approaches to large class pedagogy will be illustrated and information from the literature on teaching large classes will be shared. Participants will be asked to contribute ideas for future sessions to be held on this important issue.

Date: Thursday, January 30, 1997
Time: 9:30 a.m. - 12:00 p.m.

Place: H-771
Leader: Heather MacKenzie, CTLS

Women's Ways of Learning

In recent years we have increased our understanding of the stresses women students face when they don't "fit into" traditional educational paradigms or "normal" methods of teaching. Since a majority of Concordia students are women, it is critical that instructors understand their socially induced learning gifts and weaknesses. This workshop will provide an update on the research findings on women's ways of learning. Participants will also be invited to share their knowledge and to jointly construct strategies for improving teaching/learning effectiveness.

Date: Friday, January 31, 1997

Time: 9:30 a.m. - 12:00 p.m.

Place: H-760

Leaders: Mary Mar and Lanie Melamed, Learning Specialists

Group Projects and Class Presentations

Giving students group projects and requiring them to make class presentations are two ways of actively involving your students in your courses. In this seminar, we will explore the rationales behind these approaches. We will consider such issues as group size and group formation, how to handle group problems, the motivation and evaluation of group members, the evaluation of group projects, and the frequency, length, and evaluation of class presentations.

Date: Wednesday, February 5, 1997

Time: 12:00 p.m. - 2:00 p.m.

Place: H-762

Leader: Michel Bergier, Marketing Department

Using the Fictional Family in Teaching

The Fictional Family, originated by Muriel Gold, is a technique whereby the student can "live" the subject of study and is encouraged to participate and share ideas. This session will familiarize participants with the uses, constructs and possibilities of the fictional family within their classrooms. Participants will create fictional families and explore their use in a variety of disciplines.

Date: Thursday, February 6, 1997

Time: 9:30 a.m. - 11:30 a.m.

Place: AD-308

Leader: Judith Kalman, English Department

Using the Web in Teaching

This session will provide brief demonstrations by three Concordia faculty members of how they have used the World Wide Web to enhance teaching and learning both in and out of the classroom. After these demonstrations there will be ample opportunity for discussing the benefits and problems of teaching on the web.

Date: Friday, February 7, 1997

Time: 1:30 p.m. - 3:00 p.m.

Place: H-521

Leaders: Rick Gurnsey, Psychology Department,
Greg Garvey, Design Department; Sofiene Tohar, Electrical &
Computer Engineering Department

Improving Student Writing

There are many reasons why students don't write well. In this workshop, we will discuss some practical suggestions that classroom instructors in any discipline can use to help students improve their writing.

Date: Tuesday, February 11, 1997

Time: 2:00 pm. - 4:00 p.m.

Place: H-771

Leaders: Mary Mar and Mary O'Malley, Learning Specialists

Using the Windows Help File System to Create Computer-Based Tutorials

The "Help" system provided with all Windows programs is a very powerful "hypertext" software program. Using an inexpensive tool called HELLIP, combined with Microsoft Word, it is very easy to create new tutorials as "Help" files. Existing course notes can quickly be turned into interactive, hypertext tutorials. Tutorials can be freely given away, as students already have the required software if they have Windows.

Date: Wednesday, February 12, 1997

Time: 10:00 a.m. - 12:00 p.m.

Place: H-762

Leader: Roger Kenner, Audio Visual Department

Reflecting on our Teaching: Four Lunchtime Discussions

Stephen Brookfield, in his book "Becoming a Critically Reflective Teacher" suggests 4 different lens for looking at our teaching. In these sessions (you can register for one to four of them) we will look at our teaching through a) an autobiographical lens, b) the research on teaching, c) the eyes of our students, d) the eyes of colleagues and peers.

Dates:	Autobiography:	Feb. 10, 1997	Place:	LB-553-6
	Research on Teaching:	Feb. 25, 1997	Leaders:	Heather MacKenzie and Ron Smith, CTLS
	Student Feedback:	March 12, 1997		
	Colleagues/Peers :	March 25, 1997		
Times:	12 p.m. - 2:00 p.m.			

Enhancing Thinking Skills in Science Courses

Students enter introductory courses in the sciences with viewpoints which differ significantly from the interpretations of nature that will be taught to them. Traditional lecturing techniques can modify these views but they are not very effective at substantially changing them. Using a 20-minute video this session will demonstrate how the use of group work and "writing to learn" techniques get students to think critically in order to challenge each others' misconceptions. Participants will critique this method and generate ideas about how to use this technique in other science courses.

Date:	Thursday, February 13, 1997	Place:	H-762
Time:	1:30 p.m. - 4:30 p.m.	Leader:	Calvin Kalman, Physics Department

Instructional Skills Workshop in Critical Thinking

This 3 day workshop will allow participants the opportunity to learn the skills and dispositions of critical thinking, prepare lesson plans and conduct instructional sessions that incorporate critical thinking. (limited enrollment)

Date:	Feb 18, 19 and 20	Place:	LB 553-6
Time:	9:00 a.m. - 4:00	Leader:	Olivia Rovinescu, CTLS

Screen Grabbing as an Alternative to Live Software Performance

Faculty members can be daunted by the technical problems in getting sophisticated software to operate live in front of the class. Often however, such a live performance is not necessary. The same, or even better effects can be obtained by using still images from the computer screen. This two-hour presentation introduces techniques for grabbing still images from Windows and Macintosh screens for incorporation into Powerpoint presentations, acetates and notes.

Date:	Monday, March 3, 1997	Place:	H-762
Time:	10:00 a.m. - 12:00 p.m.	Leader:	Roger Kenner, Audio Visual Department

Managing Discussions

Discussions energize classes, excite students and add more value to their education. In this workshop participants will have the opportunity to experience several discussion methods and to evaluate their effectiveness. Participants will also be given activities and guidelines designed to stimulate students' reasoning (rather than anger) when discussing controversial issues.

Date:	Wednesday, March 5, 1997	Place:	H-762
Time:	9:30 a.m. - 12:30 p.m.	Leader:	Olivia Rovinescu, CTLS

Ethics in Teaching

This workshop is intended to introduce the university community to the document "Ethical Principles in University Teaching," developed by the Canadian Society for Teaching and Learning in Higher Education. A case study will be used to prompt a discussion on ethical issues in teaching. A panel representing various constituencies in the university will provide different perspectives on the tape and participate in a discussion on the place of ethics in the practice of university teachers as professionals.

Date: Friday, March 7, 1997

Time: 9:30 - 12:00

Place: AD-308

Panel: Frederick Lowy, Rector; Shiela Mason, Philosophy Department; Fred Bird, Religion Department; Suzanne Belson, Ombuds Office

Psychological Type and Teaching and Learning

The Myers Briggs Type Indicator (MBTI), based on the work of Carl Jung, describes individuals in terms of: their attitudes toward the world; their ways of taking in information; their ways of making decisions and their lifestyles. Participants will examine their own preferences on the four scales on the MBTI, as well as explore the implications of these differences for teaching a diverse group of learners.

Date: Monday, March 10, 1997

Time: 9:30 a.m. - 12:30 p.m.

Place: H-762

Leader: Ron Smith, CTLS

Community Based Learning: A Discussion

Community-Based Learning or "Service Learning" provides opportunities for students to engage in community service as part of a course and to relate the service experience to the course content. This session is intended to bring together faculty members who are already involved in Community-Based Learning and those who would like to incorporate it into their courses.

Date: Thursday, March 20 1997

Time: 12:00 p.m. - 2:00 p.m.

Place: AD-308

Leader: Olivia Rovinescu, CTLS

So What's Special About Graduate Teaching?

This session is designed as the first in a series of workshops/seminars created to explore the unique features of teaching at the graduate level, as opposed to the undergraduate level. What are the unique challenges and special opportunities in graduate teaching? Following brief presentations by four faculty who teach at both levels, participants will have the opportunity to share their own experiences. One goal of the session is to identify areas that need further exploration: How do we meet these challenges? What is needed to support/improve graduate teaching?

Date: Monday, March 24, 1997

Time: 9:30 - 11:30

Place: H-771

Presenters: TBA

The Development of the Teaching Dossier: Start Early

The teaching dossier is one means of recording your work as a teacher, your teaching accomplishments and the scholarship of your teaching. It can be used for the purpose of professional improvement and it is required as part of any performance review. This workshop will provide examples of dossiers, examine some of the issues and concerns in preparing and reviewing dossiers, and provide some suggestions to help you develop your own teaching dossier.

Date: Thursday, April 3, 1997

Time: 9:30 - 12:30

Place: H-771

Leader: Ron Smith, CTLS

Register by calling 848-2495

Centre for Teaching and Learning Services

Spring Workshops

Connecting Your Course to the Web

This **five-part** workshop will suggest instructional applications of the World Wide Web and introduce you to the fundamentals of designing the web page or site that best answers your teaching needs.

Workshop activities will include structuring your web site, HTML programming, using graphics and links and maintaining your site. Printed job aids and a guide to some interesting teaching and learning sites on the Web will accompany the activities. (Limited enrollment)

Dates: May 6, 13, 15, 20 and 22

Time: 9:30 a.m and 12:30 p.m

Cost: \$50.00

Place: LB 812, SGW

Presenter: Wendy Lowe, Educational Technology Consultant

How to Prepare and Deliver a Conference Presentation in the Physical Sciences and Engineering

This illustrated talk is aimed at students, junior faculty and practicing engineers/scientists who would like to learn about the ways and means of making a presentation, or improve their technique, to make a physical science or engineering conference presentation successful.

Date: May 12, 1997.

Time: 10:00 - 11:30 a.m.

Place: LB 553-2, SGW

Presenter: Otto Schwelb, Computer and Electrical Engineering

Evaluating Group Work

In implementing group projects or cooperative learning in your classes, do you struggle with how to evaluate your students' work? In this session, we will explore issues such as: a) assigning individual versus group grades; b) working within or around the constraints for the grade sheet; c) getting students involved in self- and peer-assessment. The session will offer concrete strategies and sample formats for student evaluation. Through structured group activities, you and your colleagues will reflect upon your experiences and discuss how to apply these strategies in your own classrooms. The session is applicable to instructors in all disciplines.

Date: May 15, 1997

Time: 9:30 a.m. - 12:00 p.m.

Place: LB 553-2, SGW

Presenters: Bette Chambers and Cathy Poulsen, Centre for Classroom Processes

**To register please call the Centre for Teaching and Learning Services at
848-2495**

INSTRUCTIONAL SKILLS WORKSHOP FOR FACULTY MAY 8, 9, 12, 13, 1997.

- I found the ISW workshop to be an extremely valuable experience. It boosted my confidence about my own teaching and showed me how different people in different disciplines can approach teaching in totally diverse, but all equally valid, ways. I am basing the course I'm teaching this winter on the model we learned in the ISW. Thank you!!
- The group evaluations were especially constructive in that they provided feedback from a wide variety of disciplines; a key bonus of the workshop.

(Comments from participants in the December 1996 ISW)

The purpose of the Instructional Skills Workshop (ISW) is to enable faculty to experiment and strengthen their instructional skills, and to develop a strong, supportive community in which Concordia faculty can talk with one another about their teaching. The ISW is a laboratory approach to improvement of the teaching and learning process. Participants will review basic ideas about teaching, check current practices, and within the safe environment of the workshop and try new strategies and techniques.

Each instructor will prepare and conduct three, 10 minute "mini-lessons." The instructor will receive written, oral and video feedback from the other participants on the effectiveness of his/her lessons. Participants are encouraged to engage actively as learners while other participants teach, and to give and receive helpful, non-judgemental feedback.

By the end of the workshop you will be able to:

- Use instructional objectives to inform learners about what they are expected to learn;
- Write a useful, practical teaching plan;
- Evaluate what has been learned in relation to your objectives;
- Use simple techniques during your lessons to test teaching;
- Conduct a highly participatory classroom session; and
- Give helpful feedback.

Each ISW involves four full six-hour days. They are conducted by two facilitators and accommodate 6 participants. *To register please call 2495 before April 25, 1997.*

DATES:	Thursday, May 8th; Friday, May 9th; Monday, May 12; Tuesday, May 13
TIME:	9:00 a.m. - 4:00 p.m.
PLACE:	LB 553-2 SGW Campus
LEADERS:	Heather MacKenzie and Olivia Rovinescu, Centre for Teaching and Learning Services

Appendix C

Appendix D

Summary of Questionnaire Usage Faculty of Arts and Science

	Dec-95	Dec-95	Dec-95	Dec-95	Apr-96	Apr-96	Apr-96	Apr-96	95-96	95-96	95-96
Department	# of Qs.	# Cs eval	# Studnts	Cost	# of Qs.	# Cs eval	# Studnts	Cost	# Cs eval	# Studnts	Cost
Applied Social Science	1	7	183	\$ 36.00	1	34	818	\$ 132.00	41	1001	\$ 168.00
Biology	1	29	2025	\$ 154.00	1	41	2278	\$ 200.00	70	4303	\$ 354.00
Chemistry/Biochemistry	2	67	1883	\$ 114.00	2	82	2134	\$ 136.00	149	4017	\$ 250.00
Classics	1	10	486	\$ 28.00	1	15	731	\$ 50.00	25	1217	\$ 78.00
Communication Studies	1	39	1130	\$ 220.00	1	48	1094	\$ 204.00	87	2224	\$ 424.00
Economics	1	65	2876	\$ 198.00	1	55	2433	\$ 136.00	120	5309	\$ 334.00
Education	1	49	1296	\$ 270.00	1	57	1556	\$ 198.00	106	2852	\$ 468.00
English	3	71	2208	\$ 24.00	3	98	3218	\$ 60.00	169	5426	\$ 84.00
Exercise Science	2	26	1704	\$ 150.00	2	23	1521	\$ 92.00	49	3225	\$ 242.00
Étude Françaises	2	97	2557	\$ 200.00	2	87	2403	\$ 118.00	184	4960	\$ 318.00
Geography/Urban Studies/SCHA	3	18	821	\$ 82.00	3	30	1487	\$ 136.00	48	2308	\$ 218.00
Geology	1	9	392	\$ 30.00	1	10	373	\$ 28.00	19	765	\$ 58.00
History	1	26	1619	\$ 112.00	1	38	1764	\$ 144.00	64	3383	\$ 256.00
Journalism	1	18	378	\$ 72.00	1	19	460	\$ 56.00	37	838	\$ 128.00
Leisure Studies	1	15	382	\$ 64.00	1	13	498	\$ 54.00	28	880	\$ 118.00
Liberal Arts	1	1	20		1	17	276	\$ 42.00	18	296	\$ 42.00
Library Studies	1	13	319	\$ 38.00	1	12	334	\$ 26.00	25	653	\$ 64.00
Loneragan College	1	1	16		1	9	143	\$ 22.00	10	159	\$ 22.00
Mathematics	1	84	3446	\$ 356.00	1	91	3701	\$ 288.00	175	7147	\$ 644.00
Modern Languages	1	21	473	\$ 68.00	1	82	2243	\$ 222.00	103	2716	\$ 290.00
Philosophy	1	19	724	\$ 134.00	1	24	974	\$ 144.00	43	1698	\$ 278.00
Physics	1	17	590	\$ 42.00	1	17	506	\$ 38.00	34	1096	\$ 80.00
Political Science	2	38	1497	\$ 112.00	2	66	3003	\$ 152.00	104	4500	\$ 264.00
Psychology	3	63	1805	\$ -	3	99	3111	\$ -	162	4916	\$ -
Religion	1	12	668	\$ 64.00	1	21	1081	\$ 82.00	33	1749	\$ 146.00
Science College	1	1	23		1	2	31	\$ 6.00	3	54	\$ 6.00
Sociology/Anthropology	1	44	2686		1	58	2991		102	5677	\$ -
TESL/ESL/Applied Linguistics	3	40	1001	\$ 174.00	3	46	1102	\$ 112.00	86	2103	\$ 286.00
Theology	1	10	403	\$ 28.00	1	5	257	\$ 20.00	15	660	\$ 48.00
Wome's Studies	1	6	212	\$ 26.00	1	10	299	\$ 24.00	16	511	\$ 50.00
TOTAL:	42	916	33823	\$ 2,796.00	42	1209	42820	\$ 2,922.00	2125	76643	\$ 5,718.00

of Qs. = Number of questionnaires

Cs eval = number of courses where evaluation was requested and packages prepared

Studnts = Total number of students returning questionnaires

Cost = Cost for typing of comments

Summary of Questionnaire Usage

[illegible]

Summary of Questionnaire Usage Faculty of Engineering and Computer Science

	Dec-95	Dec-95	Dec-95	Dec-95	Apr-96	Apr-96	Apr-96	95-96	95-96	95-96
Department	# Qs	# Cs eval	# Studnts	Cost	# Cs eval	# Studnts	Cost	# Cs eval	# Studnts	Cost
Building Studies	3	29	1043	\$ 66.00	52	1189	\$ 92.00	81	2232	\$ 158.00
Civil Engineering	2	37	564	\$ 66.00	34	584	\$ 42.00	71	1148	\$ 108.00
Computer Science	1	59	2256	\$ 160.00	61	2308	\$ 120.00	120	4564	\$ 280.00
Electrical Engineering	2	119	3043	\$ 252.00	85	2093	\$ 168.00	204	5136	\$ 420.00
Engr/Computer Science	1	13	342	\$ 26.00	11	394	\$ 24.00	24	736	\$ 50.00
Mechanical Engineering	2	81	1984	\$ 154.00	106	2161	\$ 170.00	187	4145	\$ 324.00
TOTAL:	11	338	9232	\$ 724.00	349	8729	\$ 616.00	687	17961	\$ 1,340.00

Qs = number of questionnaires per department

Cs Eval = number of courses where evaluation was requested and packages prepared

Studnts = number of students who completed questionnaire

Cost = cost of typing comments

Summary of Questionnaire Usage Faculty of Commerce

	Dec-95	Dec-95	Dec-95	Dec-95	Apr-96	Apr-96	Apr-96	95-96	95-96	95-96
Department	# Qs	# Cs eval	# Studnts	Costs	# Cs eval	# Studnts	Cost	# Cs eval	# Studnts	Cost
Accountancy	1	84	3341	\$ 338.00	73	2767	\$ 182.00	157	6108	\$ 520.00
Aviation MBA	1	6	66	\$ 26.00	8	87	\$ 16.00	14	153	\$ 42.00
Decision Science & MIS	1	58	2410	\$ 230.00	57	2562	\$ 180.00	115	4972	\$ 410.00
Executive MBA	1	8	232	\$ 16.00	12	351	\$ 30.00	20	583	\$ 46.00
Finance	1	41	1725	\$ 190.00	49	1941	\$ 178.00	90	3666	\$ 368.00
Management	1	81	2813	\$ 272.00	90	2917	\$ 250.00	171	5730	\$ 522.00
Marketing/Business Comm	1	84	3138	\$ 334.00	60	2701	\$ 238.00	144	5839	\$ 572.00
TOTAL:	7	362	13725	\$ 1,406.00	349	13326	\$ 1,074.00	711	27051	\$ 2,480.00

Qs = Number of questionnaires per department

Cs Eval = Number of courses where evaluation was requested and packages prepared

Studnts = number of students who were sent questionnaire

Cost = Cost of typing comments

Summary of Questionnaire Usage Continuing Education

	Dec-95	Dec-95	Dec-95	Dec-95	Apr-96	Apr-96	Apr-96	95-96	95-96	95-96
Department	# Qs	# Cs eval	# Studnts	Cost	# Cs eval	# Studnts	Cost	# Cs eval	# Studnts	Cost
Continuing Education	1	117	1941	\$444.00	110	1701	\$128.00	227	3642	\$ 572.00
Lang. Inst. (Tab/Results)	1	68	1204	\$374.00	58	1015	\$331.00	126	2219	\$ 705.00
TOTAL:	2	185	3145	\$818.00	168	2716	\$459.00	353	5861	\$ 1,277.00

Qs = Number of questionnaires per department

Cs eval = Number of courses where evaluation was requested and packages prepared

Studnts = number of students sent evaluation packages

Cost of typing comments

Appendix E

You are invited to attend the

TEACHING FAIR

*“Celebrating Teaching
at Concordia”*

Date:	Wednesday, November 13, 1996
Time:	12:00 - 2:00 p.m.
Place:	LB Building - Atrium

The Centre for Teaching and Learning Services and the Audio Visual Department are organizing a Teaching Fair to celebrate teaching at Concordia. The Teaching Fair is designed to allow recipients of Teaching Development Grants to share the results of their projects.

Come and see what your colleagues have been up to. Find out more about our Teaching Development Grants. For more information please call the Centre for Teaching and Learning Services at 2495.

Appendix F

FACULTY TEACHING DEVELOPMENT GRANTS

1996-97

#	Applicant	Department	Project Title	Budget
1	Amantea, Gisele	Sculpture, Ceramics & Fibres	Four à Pain	\$4,023 received: \$3,000
2	Amiouny, S.; Beyrouti, P.	Mechanical Engr., Dec. Sci & MIS	Interactive Technical French Learning	\$5,900 received: \$0
3	Austin, K.	Music	Musical Dictation Materials: Development and Primary Distribution	\$1,900 received: \$1,100
4	Bergier, M. & Szigetvari, V.	Marketing, Business Communications	Web Page "Textbook" for the Marketing Department's Business Communication Course	\$13,723 received: \$10,500
5	Bhat, R. & Haseganu, E.	Mechanical Engineering	Dynamics Through Windows in Visual Basic	\$7,862 received: \$4,500
6	Blair, L.; & Lachapelle, R.	Art Education	Audiovisual Documentation: Its Development & Use in Preparing Pre-service Teachers to Teach in Multi-ethnic Classrooms	\$3,476 received: \$0
7	Bouchard, P.; Heft, R.; & Whatling, M.	Adult Education	University Learning for Non-traditional Students	\$4,100 received: \$0
8	Clausius, C. & Nixon, V.	Liberal Arts College	Video Kit to supplement the study of the History of Western Architecture using Montreal as a "living" model	\$1,110 received: \$1,110

#	Applicant	Department	Project Title	Budget
9	D'Amico, M.; Grégoire, P.; Peterson, L. & Snow, S.	Art Education, Art Therapy, Theatre	Developing & Implementing Strategies for Student Learning Through Linkages of Concordia Programs	\$7,000 received: \$0
10	D'Amico, M. & Wells, D.	Education, Educ. Technology	Development of a Distance Education Version of Educational Psychology (Educ 210)	\$6,500 received: \$4,490
11	Doedel, E.	Computer Science	Numerical Analysis Education on the WWW	\$5,000 received: \$5,000
12	Fayerman, G. & Craighead, J.	Accountancy	Untitled	\$4,600 received: \$0
13	Gatbonton, E. & Gross, M.	E.S.L.	Moving towards a modular approach in delivering ESL services at the university	Not indicated received: \$3,500
14	Géfin, L., Clausius, C., Krantz, F., Shulman, H. & Fidler, G.	Liberal Arts College	Curricular Reform in General Education: The University Facing the 21st Century	\$4,944 received: \$1,800
15	Gheyara, K. & Khalifa, M.	Accountancy, Dec. Sci. & MIS	A Hypertext-Based Tutorial for Financial Accounting	\$11,689 received: \$0
16	Gilsdorf, W., Metallinos, N., Hancox, R., Cousineau, M- H, Chateauvert, J. & Gourlay, M.	Communication Studies	Redesigning the Delivery and Content of Core Requirements in Communication Studies	\$5,450 received: \$4,000
17	Guérard, G. & Bouchard, P.	Applied Social Sci., Adult Education	Evaluation of an Innovative Community /University Experience	\$2,985 received: \$2,500

#	Applicant	Department	Project Title	Budget
18	Gurnsey, R. & von Grunau, M.	Psychology	Computerized Perception Courses	\$8,000 received: \$6,000
19	Hamalian, A.	Education	Development of expertise in cultural diversity & intercultural coursework	\$3,743 received: \$1,500
20	Kalman, C. & Morris, S.	Physics Department	The Student-Centred Classroom	\$12,796 received: \$3,700
21	Langdon, P.; Klein-Ritchie, J. Szabad-Smith, L.	Art Education	Community Art Education: Issues for Teacher Training	\$4,776.24 received: \$0
22	Ma, S. & Paris, D.	Exercise Science	Understanding Human Movement: A Multimedia Approach	\$9,100 received: \$6,000
23	Mallet, M. & Morton, M.	Cinema Department	Director's Journals and New Materials for the New Curriculum in 2nd Year Film Production	\$3,810 received: \$2,300
24	Reinhart, M., Dealy, J., Golubowski, A. & Kapa, D.	Library	Computer Based Training for Library Research Module II - Library Research Tools	\$8,050 received: \$8,000
25	Schwelb, O., Paknys, R., & Trueman, C.	Computer Engineering	Technology-based Learning for Antennas, Acoustics and Waveguides	\$4,000 received: \$3,500
26	Shankar, L.	Finance	Executive Development Program in Risk Management	\$5,000 received: \$0
27	Zacharias, J. & Xu, H.	Urban Studies	Computer Simulations in urban project studies	\$4,150 received: \$2,500

#	Applicant	Department	Project Title	Budget
			Total amount of funds REQUESTED:	\$157,187.24
			Total amount of funds GRANTED:	\$75,000.00

Appendix G

Appendix H

LEARNING DEVELOPMENT OFFICE
WELCOME BACK WORKSHOPS FOR FACULTY
August 22 - 30, 1996.

This year we are offering a series of four, half-day workshops as well as a four-day Instructional Skills Workshop (ISW), to be held before classes begin. These workshops are designed to respond to questions or concerns that you may have as you prepare your courses for the Fall term. We look forward to seeing you at one, or all, of the following workshops!

Using the Internet for Teaching and Learning: An Introduction: This "hands-on" workshop is for faculty who would like to learn how information is organized on the World Wide Web (WWW); what types of teaching and learning resources are available and how to retrieve them; and what the possibilities and limitations are for using the Internet as a teaching and learning resource. Both text-based and graphical browsers will be introduced. Enrolment is limited so that all participants will be able to 'Surf the Net' from their own terminal.

Date: Monday, August 26, 1996
Time: 2:00 - 4:30 p.m.

Place: H 511-1 SGW Campus
Leader: Melinda Reinhart

The First Day of Class: The first day of class is probably the most important day of the course. It is the time when the climate for the course is established and expectations for the term are set. In this workshop, we will examine alternative ways to begin a course and help you develop a design for your first class.

Date: Wednesday, August 28, 1995
Time: 9:30 - 12:30

Place: DL 200, LOY Campus
Leader: Ron Smith

Preparing Course Syllabi for Improved Communication: The course syllabus has been described as a "sacred contract" between teacher and students. It serves as an agreement about the purpose and direction of the course and can prevent many misunderstandings as your course progresses. In this workshop, important elements of course syllabi will be examined. They will then be applied to help you to clarify your course plans and expectations and to communicate them clearly to your students.

Date: Thursday, August 29, 1996.
Time: 9:30 - 12:30

Place: DL 200, LOY Campus
Leader: Heather MacKenzie

Active Learning Methods for Large and Small Classes: The research evidence, which is supported by the experience of most teachers and students, is that significant learning requires the active involvement of the learner. This workshop will focus on methods for creating active learning opportunities in large and small classes. Participants will learn new approaches to designing and facilitating classroom tasks so that students can work actively and be personally involved in their learning.

Date: Friday, August 30, 1996.
Time: 9:30 - 12:30

Place: DL 200, LOY Campus
Leader: Olivia Rovinescu

PLEASE CALL 2495 BEFORE AUGUST 26TH TO REGISTER FOR THESE WORKSHOPS

... see reverse side